DOCUMENT RESUME

ED 355 215 SP 034 369

AUTHOR Hegler, Kay L.; Forester, Lyn C.
TITLE Restructuring a Teacher Education Unit with P-12 Partner Schools. A Collaborative Model Revisited.
PUB DATE 26 Feb 93
NOTE 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Strategies; *College School Cooperation; Constructivism (Learning); Educational Change; Educational Improvement; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Development; *School Restructuring; *Teacher Education Curriculum
IDENTIFIERS Doane College NE; Goodlad (John I); Partner Schools

ABSTRACT

This paper explores some of the many reasons to restructure, suggests the participants in restructuring, responds to Goodlad's (1990) postulates and essentials of restructuring and describes a model for restructuring between a teacher preparation program and P-12 schools. Reasons for restructuring can be classified into three categories: changes in curriculum, changes in the administration or governance of schools, and proactive and reactive changes in teacher education. Revitalization of schools, the objective of restructuring, requires a joint commitment from the schools, the business community, and the educational community. From the schools, administrators, school board members, teachers, parents, and students should share in decision making about reorganization tasks. Business personnel from both large and small businesses have resources to offer a restructuring task force. From the education community, participants from the state department of education, teacher education faculty, and the teachers' association are also needed. At Doane College (Nebraska), the process of developing a preservice teacher education partnership program involved consultations among all participant categories. An outcome of the partnership process has been a revised teacher education program model employing partner school linkages. No longer reflecting a competency based approach, the revised model is influenced by holistic and constructivist conceptions of student and teacher learning. John Goodlad's five essentials of restructuring were employed in designing and evaluating the revised program. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED355215

RESTRUCTURING A TEACHER EDUCATION UNIT WITH P - 12 PARTNER SCHOOLS A COLLABORATIVE MODEL REVISITED

Kay L. Hegler
and
Lyn C. Forester

Presented at
AACTE
Annual Conference
February 26, 1993
San Diego, California

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K Hegler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

SP034369

RESTRUCTURING AND TEACHER EDUCATION

A COLLABORATIVE MODEL REVISITED

Like the historical period immediately prior to the French revolution labeled by Dickens as the best of times and the worst of times, the current period is described as the best and worst of times for education in the USA. Critics of professional education denounce its achievements, while proponents announce its accomplishments. In the midst of the debate, one common theme is heard. On all sides, there is a call for reform, revisions, revitalization, restructuring.

Restructuring is viewed by some as an essential movement to enable students in public schools to achieve more competitively in the international arena; others seek restructuring as a unique opportunity to build collaboration among educational and business professionals, yielding new learning experiences for children and youth. This paper explores some of the many reasons to restructure, suggests the participants in restructuring, responds to Goodlad's (1990) postulates and essentials of restructuring, and describes a model for restructuring between a teacher preparation program and P-12 schools. Directed to persons interested in teacher education, the paper should expand your individual rationale for restructuring, and lead you to consider the value of restructuring program components in teacher preparation.

Reasons to Restructure

It is possible to classify most of the reasons for restructuring into one of the three following categories: changes in curriculum, changes in the administration-governance of schools, and proactive and reactive changes in teacher education.

Barth (1991) argues that each school must create, develop and clarify its own rationale for restructuring, in response to the unique demands and expectations of the local setting. This search for a restructuring rationale individualized to each school parallels the search process we teacher education institutions have done to identify the knowledge base(s) of our program. Just as there are several acceptable knowledge bases, there are several viable rationales for restructuring. A variety of rationales are presented below, with no priority intended in the order given.

BEST COPY AVAILABLE

Restructuring for Curriculum Change

One goal of restructuring is to increase academic achievement of students. This goal is consistent with America 2000, leading to higher graduation rates, competency tests at set intervals, an emphasis on math and science, and life-long learning. This goal seems acceptable to all persons calling for reform: those believing education is failing miserably and those, like Bracey (1991) asserting education is achieving beyond past records. David (1991) views the current push for restructuring as a timely challenge with its primary emphasis on the enhancement of student learning balanced with a complete overhaul of the entire system. She joins with Collins (1991) in stating that computers and other available but underused technologies have the potential to revise content and experiences for learners at every level.

Another goal of restructuring is to teach for new kinds of learning and to development assessment tools to measure them. Critical thinking skills, problem solving, and decision-making are parts of the "new" curriculum. Many educators envision incorporation of existing content into learning formats for these "new" curricular areas. Educators would jointly develop the assessment tools to measure these new areas, and support their inclusion in the international arena if performance of students from USA schools is to be compared to performance of students from other countries.

A third goal of restructuring is to increase the high school graduation rate, increasing services to at-risk children and youth and traditional school experiences for adults needing a high school diploma.

Restructuring the Administration - Governance

Sheingold (1991) presents a rationale for restructuring based almost entirely on the realignment of authority and responsibility. The establishment of goals and learner-based outcomes with accountability to achieve that end, and with flexibility in allowing alternate "means" to that end would more appropriately balance educational authority and responsibility.

For some, restructuring allows education professionals and business professionals to link in productive partnerships never before thought possible, perhaps these partnerships were not even the fancy of dreams. Frank Newman of the Education Commission of the States provided these illustrations of school-business collaboration. If business personnel identify the skills and knowledge needed by tomorrow's employees so that education can teach appropriate content, and educators diligently incorporate this information into curricular goals, then restructuring is happening. If school personnel teach in business settings, if business personnel share knowledge in school settings, then restructuring is happening. A shared yoke of service leads to a smooth transition from school to employment for America's youth.

A sixth reason to restructure is the realignment of school finances and fiscal accountability. Indeed, are the greatest dollars being put into special education programs with the least gains? A recent report (Bracey, 1991) included 1988 data indicating that the per pupil cost for "regular" education was $2,500, significantly lower than the per pupil cost for "special" education of $17,600. Is the proliferation of support services and administrative layers (Walberg, Bakalis, Bast, and Baer, 1988) consuming unreasonable portions of the school budget and limiting direct services to youth in the classroom? Whether we agree or disagree with these assessments of the schools' allocation of their monetary resources, any restructuring is likely to force an open examination of these expenditures.

A reason to restructure is to broaden the strong support base for public education, with greater representation of parents, tax payers without children currently enrolled, and community business leaders. The popular press is filled with articles describing the failure of American education. In a thorough and finely tuned article, Bracey (1991) uses solid facts and research documentation to assert that American education is succeeding even though it is serving larger numbers of students with greater diversity. Links with business provide an opportunity for a mutual exchange of information and mutual benefits. Persons involved with P-12 schools recognize its value and describe its successes to the community.

Hodgkinson (1991) values the involvement of a large field of players in the restructuring movement, also. His position, is slightly different, however, as he believes education must link with other players because education cannot "fix" America's children on its own. He would have us providing comprehensive services with the cooperation of social service workers in health care, housing, transportation, and job-training.

Restructuring and Teacher Education

Lortie (1975) described the isolation of the classroom and the significance of the on-the-job socialization occurring to each beginning teacher. For teacher educators, restructuring provides a major opportunity to connect the preservice experience and the inservice experience. This connection can serve to strengthen positive elements in education by supporting use of current and research-based classroom strategies in preparation programs and in P-12 classrooms. Restructuring can become the principal force in breaking the isolation of the classroom teacher and the socialization experience limiting performance to the status quo.

Restructuring provides an exciting opportunity for teacher educators and P-12 educators to improve schools. As a P-12 teacher becomes a mentor teacher, he/she also becomes more deliberate and reflective about teaching; the cognitive processes of mentoring lead to a beneficial inservice activity for P-12 teachers.

Restructuring provides college and university personnel a "new lease on professional life" in the real world of fifth-graders, kindergartners, eleventh graders, and all the scholars in-between. Opportunities to retool teaching skills and to put into practice the methods and techniques modeled in pedagogy classes can be more plentiful after new relationships among educators at every level are forged.

Restructuring provides preservice teachers consistency of program expectations, currency of content, and carry-over during transition into the first year of teaching. Teacher educators and P-12 teachers team-teaching classes, jointly planning programs, and rigorously applying ideas in the classrooms can make a coordinated program for initial licensure a reality.

Participants in Restructuring

Each of us brings our own experiences to the restructuring movement. Each of us brings our own expectations of the restructuring movement. Within the educational enterprise, we will commit our resources, both human and financial as a member of the restructuring team. No one believes schools can be revitalized without a joint commitment.

From the schools

Administrators, school board members, teachers, parents and even the students need to plan and work together to decide on the purposes and aims of the local restructuring project. A comprehensive reorganization necessitates the vision of every person with a decision-making role in policy setting and implementation. The presence of students, perhaps in an advisory capacity, will bring a fresh perspective to the restructuring task force.

From the community

Business personnel from major area industry may be able to commit their own administrative leadership, goods, or grants to local improvement projects. Additionally, they bring a perspective of skills needed for employment in the immediate area or beyond. Likewise, self-employed business persons from urban or rural settings can bring a vantage point to a task force. Persons in the community viewing themselves as life-long learners might join the task force.

From the educational community

Representatives from the state department of education need to be informed and invited to participate as advisors. Restructuring efforts may need exemptions to existing state policy guidelines for initial implementation. State department personnel may provide invaluable sources of information about other restructuring projects, or serve as external evaluators/consultants for the process.

Faculty from a teacher education program can offer links with current techniques, partnerships for planning and implementing research projects of any size to determine variable component effectiveness in the local setting, leadership when facilitating inservice education workshops, and encouragement. Depending upon the geographic area and distance to the school from the college/university a variety of projects can be established.

Representation from the teacher's association provides a role for these major players in the force of professional education.

Individuals from each of those groups can participate in the restructuring task force in order to identify the local priorities for school revitalization.

The Goodlad Challenge

We of the Nebraska Consortium for Improvement of Teacher Education through Research have been fortunate in many ways. Each year prominent figures have been in our state for the annual conference. We remember with excitement the presentation of Dr. Goodlad just a few years ago. We eagerly awaited the release of Teachers for Our Nation's Schools (Goodlad, 1991), in order to read, reflect, and re-read his challenge and the call to reform. Now, join in a reflection of the postulates and their impact on teacher education and P-12 education in our state.

The first reflection is a broad one. The ultimate goal of restructuring is the improvement of instruction in P-12 classrooms. Improvement of instruction cannot be accomplished without concurrent reformation of both teacher education programs and P-12 schools. Individuals with authority to act from both levels of our education profession must jointly envision the "new teacher" to educate youth in the coming days. There are competent and caring teachers already in the P-12 schools, looking for empowerment and assistance while meeting the expanding needs of current educational crisis. We believe it is possible and responsible to link preservice and inservice education to strengthen P-12 classroom instruction. The mentor teacher's deliberate and reflective cognitive processing about the act of teaching yields professional growth.

A second reflection is more specific. Tucked into the text of Teacher's for Our Nation's Schools, Dr. Goodlad identified five minimum essentials for restructuring (1990). Although these essentials have received less public acclaim than the 19 postulates, they are significant and worthy of attention.

> "First, there must be a school or center of pedagogy committed solely to advancing the art and science of teaching and immersing educators in it. Second, this school or center must have its own budget, determined in negotiation at the highest level of budget approvals, and this budget must be immune to erosion by competing interests. Third, this unit must possess authority and responsibility over a student body of specified size and qualities, and over the personnel, materials, equipment, and the like essential to the professional preparation of its members. Fourth, it must encompass the full complement of academic and clinical faculty members required for the development and renewal of a high-quality curriculum. Fifth, this school or center of pedagogy must control the specification of prerequisites for admission and, in collaboration with school officials, the educational use of practice facilities." (p. 278)

In relationship to the teacher education program you're most familiar with 1) Can you accept and value the rationale for each of the five essentials? 2) Can you affirm that it does have each one of those five essentials? 3) If you were not able to answer yes to the previous question, can you identify a process to use in order to change the system so you may answer yes?

The third reflection relates to the postulates. We believe in them. They give a direction and a challenge. They speak to the issues regularly confronting our lives as teacher educators: budget, admissions, governance - balancing autonomy with collaboration, partner schools - balancing the drive to revise against the perceived need for stability, the value of the teacher education program in its home institution, the selection of a cohesive faculty collectively committed to the moral and ethical decisions about the preparation of excellent teachers for youth, and characteristics of programs allowing the faculty to prepare those excellent teachers.

At Doane, those and many other reflections lead to revisions in our thinking about teacher education and the processes used to develop the teaching skills essential for entry into the profession.

A Revised Model

In order to give a description of the revised model, the process of collaboration with P - 12 schools will be explained, the basic level preservice program and the advanced level programs

will each be explained, and model will be evaluated according to the five essentials of restructuring as identified by Goodlad. Throughout these descriptions, the partnership between P - 12 schools and the teacher preparation program will be developed. These two branches of professional education are linked for the delivery of improved instruction to the youth in the partner schools.

The Partnership Process

Doane Education Unit faculty have identified selected schools for possible participation. These schools are selected according to these criteria: innovative leadership of the administration, recognized teaching effectiveness by the teachers, past participation in state or regional professional improvement activities, and geographic feasibility. During the first year of the partnership program, two school districts participated with the College. During the second year of the program, three additional schools are considering partnership activities.

The first step is a meeting with the school administrators to describe the partnership program and determine their interest in it. These meetings are held with each school individually at the school site, and may last an entire day.

Second, and only if the school administrators are interested in pursuing the partnership school activities, separate meetings are held between the College faculty and the constituent groups of the local district. These groups include the teaching faculty, the school board members, and the local leaders in business and community well-being. These meetings are an avenue to describe the partnership model, to discuss restructuring options, and to set the goals for each group related to improvement of the local schools.

Third, all the groups mentioned above meet collectively to jointly reach consensus on the local district's mission statement and goals. The mission and goals serve as the essential guiding forces to all future restructuring activities. The careful communication, cooperation and collaboration of each constituent group is a significant sign of the district's readiness to begin a serious restructuring effort.

Fourth, the unit faculty invite teachers from the partner school to serve as on-site adjunct faculty in methodology courses for juniors. These teachers and unit faculty plan, implement, and annually evaluate the team-taught courses.

Step five includes a pro-active needs assessment to prioritize the objectives and activities for achievement of district goals. Among the activities, participants may include participation in the on-site offering of graduate courses leading to a MSEd degree.

In addition to a wide selection of offerings related to pedagogy, the teachers may request content for the Selected Topics course.

The five steps of the process as described above, lead to discussion of the outcomes of the revised program, some which have always been mentioned.

The Revised Program - Knowledge Base

The primary out come in the revision of the basic and advanced level programs of the Doane Education Unit through partner school linkages is to move from a competency based model. When the Doane faculty developed its knowledge base to reflect this position, there was agreeement among the faculty that his position must consider all aspects in the process of teaching and learning. As a group, the faculty believes that teacher education should promote more holistic conceptions o learning essential in understanding the complexity of the classroom. In addition, constructivist views of teacher education promoting the belief that teacher educators must become aware of their personal beliefs about the teaching learning process were considered. As teacher educators, we must become reflective and critical of pedagogical practices. They must view the teaching process as not merely action but an aggregate of actions and the need for an understanding of the interaction and interrelationships of the teacher, learner, the nature of learning, subject matter, and environment. O'Loughtin (1992) believes that constructiveist teacher education must "enable teachers to ask themselves critical questions o they can construct and enact critical visions of pedagogy that are appropriate to their own contexts" (p. 338). While these beliefs influenced our program, they were not totally compelling to us and we did not accept a totally constructivist position.

The following are the outcomes we expect both undergraduates and graduates to achieve in the teacher preparation courses at Doane College. Each of the points related specifically to an element that we believe is essential to the teaching-learning environment. While graduates and undergraduates are generally far apart in terms of professional needs, it is essential to have a common base from which a teacher educartion program proceeds. This brings to the practice of teacher education a congruence in philosophy from which quality education arises.

1. Uses teaching processes.

    1.1 Promotes active learning.
    1.2 Incorporates instructional technologies.
    1.3 Motivates students in positive ways.
    1.4 Manages the classroom environment.
    1.5 Demonstrates effective decision-making skills.
    1.6 Designs a whde range of appropriate instructional strategies.

2. Fosters critical thinking.

   2.1 Formulates questions at all cognitive levels.
   2.2 Reflects on classroom experiences as they relate to learning.
   2.3 Assesses needs and abilities of individual learners.
   2.4 Evaluates the learner and learning environment.

3. Considers learner characterisitics.

   3.1 Selects developmentally appropriate learning experiences.
   3.2 Provides relevant learning experiences for students with exceptionalities.
   3.3 Validates the worthiness of cultural diversity.

4. Develops personal and professional competencies.

   4.1 Communicates effectively both orally and in writing.
   4.2 Provides instructional leadership.
   4.3 Initiates and maintains colleagial relationships.
   4.4 Models professional behaviors.
   4.5 Reflects on personal and professional growth.
   4.6 Demonstrates knowledge in liberal arts and specialty area.

Philosophy

The philosophy of the Doane faculty is represented by the following set of eighteen belief statements. You may realize these statements about professional education are not far from your own philosophy of education. It is also possible you can not fully embrace some of these. They were revised by the Doane Teacher Education facutly in the Fall of 1992, and serve to guide our program design, program implementation, and daily course instruction. As the professional education faculty unit at Doane College, we believe:

1. The professional education of teachers is a joint responsibility shared by Doane and the elementary and secondary schools of Nebraska, including significant involvement from skilled, practicing teachers.

2. All teacher education students must have a strong background in general education courses providing a foundation in the liberal arts.

3. All elementary and special education majors must complete an academic background in those subjects common to their classrooms, and complete programs meeting the guidelines of the respective professional organization(s) or learned societies.

4. All secondary teachers must complete academic major(s) meeting the guidelines of the respective professional organization(s) or learned societies.

5. All teachers just have a strong background in professional education. Academic knowledge is of little consequence if teachers cannot convey that knowledge and facilitate student learning.

6. Effective teacher education programs view the initial preparation of teachers as a developmental experience beginning early in the undergraduate experience and extending through the graduate's first year of teaching.

7. Effective teacher education programs have a continuing responsibility to help teachers improve their practice through advanced programs.

8. The process of becoming a teacher is emergent, based on sequential integration of theory and practice with courses building one upon each other, rather than existing as separate and distinct units, in order to develop attitudes, knowledge, and skills.

9. The best teacher education programs integrate field experiences and course learnings through reflectivity. Clinical and field experiences must accompany the professional courses.

10. Modeling is an essential aspect of effective teacher education programs. Faculty in teacher education must be recognized by the students as models of excellence in teaching.

11. Teacher education programs must provide essential experiences for students to understand and appreciate equity issues to meet diverse educational needs in our society regarding ethnicity, race, gender, class, religion, and exceptionalities.

12. All individuals have the right to an education; all individuals have the ability to learn and attain self-fulfillment.

13. The best teacher education programs pledge the competence of their program graduates to the employing school. This pledge is an assurance that the beginning teacher is entering the profession with adequate knowledge and skills, and appropriate attitudes. When a graduate is found to lack a teaching skills or to have inadequate knowledge of an essential practice, the best teacher education programs assume the responsibility to provide the requisite inservice education for that graduate.

14. The best teacher education programs provide a well-planned and sequenced induction experience for their graduates in the first year of teaching.

15. The faculty in the best teacher education programs are regularly involved in teaching in settings in the world of practice.

16. The faculty in the best teacher education programs engage in meaningful research for the direct purpose of enhancing their own program and publishing professionally.

17. The faculty in the best teacher education programs engage in meaningful dialogue with elementary and secondary teachers through the avenues of inservice, graduate classes, and professional meetings.

18. Education is a collective effort among learners, educators, families, communities, governments, businesses, and industries.

A primary outcome is the revision of the basic and advanced level programs of the Doane Education Unit through partner school linkages.

The basic program.

First Year - The education core courses are taken by all students seeking certification and are completed in the first three years at Doane. During the first year, students enroll in a one-credit course including field-experiences in our local school district for two hours of observation per week for ten weeks.

Second Year - In the education core, students have methodology on campus and field experiences in the local district for five hours per week for twelve weeks in each semester. Students also complete a three-credit January term course providing travel to metropolitan areas for observations and experiences with culturally diverse populations; these are designed to augment the diversity experiences completed within the regular semester.

Third Year - The education core is site-based in the partner schools. Junior students spend one entire half-day in the partner schools. A cadre of 4 - 6 students is assigned to a teacher/adjunct faculty. This is the course planned in Step Four above. Students are enrolled both fall and spring term. This is another experience in cultural diversity, assuring completion of experiences in both rural and urban schools with student populations from several religious, racial, and ethnic backgrounds. Preservice teachers are expected to complete reflective journals, emphasizing the problems they experience in the classroom, and the solutions they use.

In many classes at this level and in each of the undergraduate programs (elementary, middle grades, special education, and secondary certification) there is a move to mesh content and pedogogy through combining methods classes with content. An example in the elementary sequence is team teaching of a math class by faculty from the math department and faculty from the elementary education program. In this semester course, the mathematical concept will taught, then pedagogy appropriate to the concept will be taught. Additionally, in the junior year the special area methods areas (elementary education, special education, secondary content areas) move beyond the campus borders. In secondary education content areas, P - 12 teachers with terminal degrees or exceptional expertise teach the methods course with required classroom observations amd clincal teaching components. In special education, unit faculty host a series of required evening seminars, lead by partner school administrators or teachers. Preservice teachers use the ducation core field experience with mainstreamed student with exceptionalities to build relvancy in courses and the presentations. In elementary education, preservice teachers observe for integrated curriculum, designing units for later implementation, while implementing some components in the field experience.

Fourth Year - Student teaching is completed by each candidate for licensure. Placement preference for student teaching is given to partner schools. These schools are highly involved in restructuring components and serve as the best models for our student teachers by consistently working for excellence. The teachers of partner schools are more aware of Doane's education unit's curriculum, and the unit faculty are more aware of each partner school's unique strengths. This combination allows the student teacher to practice in optimal conditions.

Summer immediately following graduation - Prior to completing requirements for licensure, all Doane candidates complete twelve credits of graduate coursework in pedagogy and content. In nearly every instance, the student teaching experience has raised questions and increased readiness to learn. Most licensure candidates have accepted teaching positions for the fall, so summer instruction is focused on the specific requirements of the individual situation.

<u>The advanced program.</u>

After two or more years of preliminary discussions about an advanced program, Doane was moved to begin serious program design in the Spring of 1991. In May, 1991 the plan designed by the Doane faculty received approval from the President's Cabinet and the Board of Trustees. The program was approved by the full faculty in the fall of 1991, and was presented to North Central Accreditation during the fall visit that year.

Doane's initial plans were to operate with three sites during the first year. During the program planning time, Doane initiated contacts with three school districts as possible school districts for the site-based program. Instruction in graduate level courses leading the the MEd started in May 1992.

Process for Becoming an Off-Campus Site

When we begin the process of becoming a site, we are guided by two essential questions. First how do people get better or programs get stronger? Second, how can colleges and teachers work together? The answer is that we work with the schools, we do not do something to them or for them. The teachers are the key element in the equation.

The first step in becoming a site is for Doane Graduate Faculty to meet with local school administrators at their request. During this meeting, the current school situation is discussed. Administrators describe the school goals, requirements and expectations for students, and ideas for future growth.

The next step is a meeting attended by the members of the local school board, the administrators, and the Doane Graduate Faculty. During this meeting, or series of meetings, the board is asked to confirm or revise the district's goals, to set outcomes for the district's graduates, to discuss staff development plans, and toreview curricular requirements.

The district's teaching faculty is involved at this third step. The faculty respond to the goals, outcomes, staff development plans, and curricular requirements. The faculty share their concerns and their pride in the local school, identifying strengths to enhance. The faculty consider a commitment to school restructuring and improvement through individual personal and professional growth.

During these meetings, our role can take two directions. We are available for staff development or inservice to address the areas of concern that the school district has identified, or we offer formal study toward their goals.

If there is collective commitment to restructuring from the school board, the school administrators, and the school instructional faculty, the school district becomes a site. If a school is accepted as a site, graduate faculty will be available to advisees at the site, courses will be offered at the site, and practicum experiences will be supervised at the site. At this point, if the more formal study is selected, we meet with teachers in the advising process. If a cadre of teachers as graduate students is formed, we select and offer classes best meeting the needs of the teachers and the district as expressed in goal statements.

This process has been very effective. From a personal standpoint, each graduate faculty member has been able to get to know a group of professional teachers as we help them meet their personal and professional growth goals. Course content is meaninful and relevant to the class because it is written with the group of students in mind. The most significant outcome is that it give the schools a K - 12 focus. Teachers have the opportunity to talk to each other about their hopes, desires, and problems. They are able to find commonalities in their teaching and from this are better able to move their school districts toward their goals. In effect, they are better able to function as the curriculum leaders of the staff.

Portfolio Documentation

Upon formal admission to the advanced program, each student establishes a portfolio including his/her program goals. At the initiation of each course, the student will be expected to review his/her program goals and identify how the course expectations support them. Each application project is expected to help the graduate student meet an individual program goal. At the end of the graduate program, the graduate student is expected to have attained each of his/her goals as identified in the portfolio.

Linkages Between the Basic and Advanced Programs

The linkages between the basic programs and the advanced program serve the strengthen the education unit. The first linkage exists through the faculty. The full-time faculty serve both the basic and advanced levels. There is an immediate connection. The contact with practicing teachers in the graduate courses helps the faculty to build currency and relevancy in the undergraduate courses. The faculty must interpret current research on best practice with undergraduate students. This helps them share knowledge and application with graduate students. A second link are the common knowledge base and philosophy. This is one teacher education unit with four programs offered at two levels. The skills, knowledge, and attitudes included in the basic level are assumed to exist at the advanced level. Another link is our Teacher Education Advisory Committee. This committee of K - 12 administrators, teachers, and students at the basic and advanced levels gives advise on program objectives, design, relevance, currency, and application. A final linkage is the use of graduate sites for undergraduate cadre practicum experiences at the junior level. This is perhaps the most exciting linkage of all! The power of a site-based school setting with K - 12 teacher commitment to restructuring for school improvement and a energetic group of undergraduate students inquisitive about the teaching and learning process is difficult to measure. This linkage leads to infinite learning opportunities for K - 12 students, the basic level undergraduate student and the advanced level graduate student. These four linkages expand the potential of either level and enhance our teacher education unit.

Evaluation of the Revised Model Design

This evaluation of the revised model will use the five essentials of restructuring (Goodlad, 1990). Each will be summarized, and the response will immediately follow.

The first essential is that there be a center of pedagogy committed to the improvement of instruction and involvement of P-12 teachers. The Doane College Teacher Education Program is one of several such centers of pedagogy. The Doane professional education unit is charged by its mission statement to total commitment in the preparation of teachers capable of meeting the diverse challenges of contemporary education.

The second essential relates to the funding of the pedagogy center; it must be secure, sufficient to the needs of the program, and controlled by the center in consultations with top-level administrators. This has been true of the education unit at Doane. In the development of this advanced level program and the revisions of the basic program, the education faculty first met with the College president and academic dean, then with the president's cabinet to affirm the institution's readiness to invest its resources in this program. The funding plan has been added to the long-range plan, and is free from cuts or unequal distribution reductions.

The third essential of restructuring examines balance between resources and size of the student body in the professional education unit, and the unit's autonomous use of those resources in implementing the program. The professional education unit at Doane can answer affirmatively to this criterion. Clearly established guidelines exist relating to size of student body and numbers of faculty. The Doane professional education unit has its own media equipment, separate and distinct from that of the rest of the college. These examples illustrate our authority and responsibility.

The fourth requirement addresses the quality of the faculty and its capacity to do the given job. Doane is a comprehensive liberal arts college. The professional education unit exists within a college with primary dedication to teaching. The College has attracted education unit faculty with terminal degrees, who have published in referred journals, and who participate in the production and application of research findings. The high performance ratings of our program graduates give further evidence of our competence as faculty.

The final, fifth, relates to the ability of the education unit to monitor its student admission policies and the practice lab classrooms. Without a doubt, the Doane teacher education unit controls admissions through a written recommendation requirement to the Teacher Education Committee. The partner schools involvement and the selection of cadre teachers gives Doane an

even greater opportunity to assessment classroom instruction at the P - 12 level. The challenge to faculty teaching graduate classes to build relevancy and "real world" practicality assures that a smooth transition from the basic program to the advanced program exists.

Conclusion

In this paper, several reasons for restructuring education were presented, the participants in restructuring were discussed, reflections on Goodlad's challenge to teacher preparation programs were given, and revisions in an basic and advanced program were described. As you review each of those, consider how your own individual definition of restructuring has been expanded; next imagine your own role in a restructuring project: identify what you could bring to it and the gains you might realize; reflect on the essentials of restructuring: does "your" program have them; and bring to mind components of a revitalized teacher education program that are additional to those described above.

Education has long been defined as a professional service career. We are in this profession to serve the children and youth in our schools. As we look at the young faces, we must accept the challenge to continue program revisions, strengthening the daily classroom experiences for all of America's children. Out of this process will come the broad recognition that this truly is the best of times in American education.

REFERENCES

Barth, R. S. (1991). "Restructuring schools: Some questions for teachers and principals." Phi Delta Kappan, 73, 2, 123-128.

Bracey, G. W. (1991). "Why can't they be like we were?" Phi Delta Kappan, 73, 2, 104 - 117.

Collins, A. (1991). "The role of computer technology in restructuring schools." Phi Delta Kappan, 73, 1, 28-36.

David, J. L. (1991). "Restructuring and technology: Partners in change." Phi Delta Kappan, 73, 1, 37-40.

Goodlad, J. I. (1990). Teachers for our nation's schools. San Francisco: Josey-Bass Publications.

Hodgkinson, H. (1991). "Reform versus reality." Phi Delta Kappan, 73, 1, 8-16.

Lortie, D. (1975) Schoolteacher. Chicago: University of Chicago Press.

Murray, F. B. (1991). "Book review: Teachers for our nation's schools." Journal of Teacher Education, 42, 2, 142-152.

Newman, F. Presentation at the Commissioner's Summit on Education, January, 1991, Lincoln, Nebraska.

O'Loughlin, M. (1992). "Engaging teachers in emancipatory knowledge construction." Journal of Teacher Education, 43, 5, 336 - 346.

Sheingold, K. (1991). "Restructuring for learning with technology: The potential for synergy." Phi Delta Kappan, 73, 1, 17-27.

Walberg, H. J., Bakalis, M. J., Bast, J. L., & Baer, S. (1989). "Restructuring the nation's worst schools." Phi Delta Kappan, 70, 10, 802-805.